



Redesign Plan

Ann J. Kellogg School

Battle Creek Public Schools

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Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Ann J Kellogg school provides educational programs to students in grades Pk through 5. The enrollment has varied between 300 and 320 students over the past 3 years. The enrollment is decreasing each year by 20 to 25 students. 70 % of the students are african american, 20% caucasian and 10 % are hispanic. The community is versatile in culture but predominately there are more than 70 percent African Americans living within the community. Ann J is Title 1 school wide. All students receive free and reduced lunch. Ann J Kellogg has various programs such as Headstart, GRSP, Special Education Preschool and it houses the only K-2 Special Education Intensive Resource Room for the District. Ann J Kellogg is the closest elementary school to the Battle Creek Central High School. There is a strong relationship between the high school students and the elementary students when it comes to mentoring and sports.

School's Purpose

Provide the school's purpose statement and ancillary content such as mission, vision, values, and/or beliefs. Describe how the school embodies its purpose through its program offerings and expectations for students.

Ann J school is committed to provide appropriate social-emotional and community-oriented services and supports for students. We are committed to building a shared vision for school improvement with parents and community members through a STEP Advisory Committee that will be composed of key stakeholders representing parents, community members, education organizations, teachers, administrators, and staff members. By involving these stakeholders in oversight and decision-making, we will foster buy-in and support from groups that typically have power in presenting or removing barriers to effective school initiatives. We also will keep necessary information visible and accessible in the school's office and parent room to increase and maintain communication with parents and stakeholders. All staff believe that all students can learn and our goal is to prepare each child to successfully take their rightful place in an ever changing and global society.

Notable Achievements and Areas of Improvement

Describe the school's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school is striving to achieve in the next three years.

Ann J School has maintained an increase in student achievement within the Kindergarten. Within the last three years the Fontas and Pinell ELA scores for kindergartners has increase more than 10%. For the school year 2013-14, more than 80 percent of the students achieved their achievement target and the school is striving to maintain this progress for grades K-3 for the next 3 years. This goal is expected to be supported by the implementation of a comprehensive reading program called Journeys.

Additional Information

Provide any additional information you would like to share with the public and community that were not prompted in the previous sections.

Collecting, analyzing, and using a variety of data types effectively are important components of accountability and school improvement. Collecting and analyzing data is also the on-going process of confronting sometimes difficult facts and then doing something about them. School improvement requires that the cultural conditions be shifted towards consummate, informed, collaborative data users. Optimally, the principal and teachers see that data is a tool for understanding and improving their own practice, leading to improved student achievement.

For Ann J Kellogg to identify specific needs of students, detailed data must be collected and disaggregated (Boudett, City, & Murnane, 2004). Frequently administered assessments, quick turn-around time for receiving results and close alignment with curriculum will contribute to the utility of data for instructional decision-making (Marsh et al., 2006). Moreover, tests that are closely integrated with daily instruction, i.e. assessments for learning are viewed as powerful tools for learning (Black & William, 1998, Boston, 2002; NCME, 2005). Hattie's (1999; Hattie & Timperley, 2008) extensive review of hundreds of meta-analyses of research studies representing millions of students indicates that effective feedback is one of the most powerful influences on student achievement.

Priority School Assurances

Introduction

All priority schools are required to certify yes/no to each of the following assurances and upload a copy of the required documentation in ASSIST.

Priority School Assurances

Label	Assurance	Response	Comment	Attachment
Teacher Evaluation Tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of teachers.	Yes		BCPS Guidelines for Student Growth BCPS Teacher Eval Doc

Label	Assurance	Response	Comment	Attachment
Administrator evaluation tool	Our district has implemented an evaluation tool, that includes a significant connection to student growth, to assess the effectiveness of leaders.	Yes		BCPS Administrator Evaluation Administrator Evaluation

Operational Flexibility Assurance

Introduction

To ensure that all priority schools are in compliance with the required Michigan Department of Education Assurances it is required that acknowledgement and submission of certain documentation be completed.

Assurance of Operational Flexibility

All identified Michigan priority schools must complete and submit the following operational flexibility assurances as part of their Redesign Plan no later January 30, 2014.

Label	Assurance	Response	Comment	Attachment
	Our school assures the Michigan Department of Education that under our current collective bargaining agreements, board policies, and operating procedures that the school building has the authority and autonomy to implement all redesign plan requirements as written. This assurance requires that schools upload either an Executed Addendum or a Memorandum of Understanding as evidence on the following screen.	Yes		

Label	Assurance	Response	Comment	Attachment
	<p>Our school has an executed addendum to the districts applicable collective bargaining agreements which includes all the following elements required by Section 8 of the MCL 380.1280c:</p> <p>Section (8) An addendum to a collective bargaining agreement under this section shall provide for any of the following that are necessary for the applicable school intervention model to be implemented at ____ School.</p> <p>(a) That any contractual or other seniority system that would otherwise be applicable shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p> <p>(b) That any contractual or other work rules that are impediments to implementing the redesign plan shall not apply at ____ School. This subdivision does not allow unilateral changes in pay scales or benefits.</p>	No	Essential elements required by Section 8 of the MCL 380.1280c are covered in the collective bargaining agreement for all schools. The district will meet with union officials to execute an addendum covering item (b) of above in an MOU set to be finalized by June 1st of 2015.	

Label	Assurance	Response	Comment	Attachment
	Our school has a Memorandum of Understanding (MOU) outlining the commitment to hold a negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c	No	A negotiated addendum meeting to address requirements of Section 8a of MCL 380.12080c will be held no later than June 1st of 2015.	

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Label	Assurance	Response	Comment	Attachment
	Our Local Educational Agency (LEA) will comply with all applicable requirements, policies and conditions for implementing the Reform/Redesign Plan. The LEA understands that if it fails to develop an approvable plan, or does not make satisfactory progress on the plan implementation and/or student achievement, the Michigan Department of Education/State School Redesign Officer may issue an order placing the school under the control of the State School Reform/Redesign School District (SSRRD). If the school is placed under the control of the SSRRD, under Section 6 of the MCL 380.1280c, the SSRRD will impose for the school one of four intervention models and impose an addendum to applicable collective bargaining agreements in effect for the school as necessary to implement the school intervention model as required by Section 8 of the MCL 380.1280c.	Yes	Union refuses to sign at this time. The district will continue with discussions in order to secure an MOU by June 1st.	Ann J

Transformation Redesign Diagnostic

Introduction

The Transformation Model addresses four specific areas: 1) developing teacher and school leader effectiveness; 2) implementing comprehensive instructional reform strategies; 3) extending learning and teacher planning time and creating community-oriented schools; and 4) providing operating flexibility and sustained support. Overall, you will write a reform/redesign plan to address eleven separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

Ronnie Sims, Principal rsims@battle-creek.k12.mi.us

Debra Nuzzi, District Transformation Coach, dnuzzi@battle-creek.k12.mi.us

Kim Parker-DeVauld, Assistant Superintendent for Curriculum, Instruction, and Assessment, kparker-devauld@battle-creek.k12.mi.us

Jennifer Laughlin, Instructional Coach, jlaughlin@battle-creek.k12.mi.us

Courtney Horn, teacher, chorn@battle-creek.k12.mi.us

Dianne Clemens, teacher, dclemens@battle-creek.k12.mi.us

Rhonda Washington, teacher, rWASHINGTON@battle-creek.k12.mi.us

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school.

1. Provide High Quality Tier I instruction in the Areas of Math and Reading.
2. Implement Multi-Tiered Systems of Support.
3. Establish a climate and culture for learning.

State what data were used to identify these ideas

The team reviewed MEAP, NWEA MAP, and district assessments to determine priorities.

PART C: DEVELOP/INCREASE SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the Principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: Describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

1A: Using a rigorous recruitment, interview and selection process aligned to the Public Impact School Turnaround Leaders: Selection Toolkit process, a principal with turnaround competencies will be hired by the end of the planning year.

1B: In order to increase leadership capacity principals will supported through monthly principal meetings led by the Assistant Supt of Curriculum, Instruction and Assessment and focused on using data to make decisions and effective Tier I instruction; principals will attend the MEXCEL turnaround capacity building sessions; regularly engage in leadership PLCs, Monthly professional development workshops and ongoing coaching provided by the District Transformation Coach.

Requirement #2: Use rigorous, transparent, and equitable evaluation systems for teachers and principals.

Indicator 2A: In your response, detail the collaborative process used to create a teacher evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth). Attach the teacher evaluation and Administrator Evaluation.

Indicator 2B: In your response, detail the collaborative process used to create a leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of leaders' evaluations must be based on student growth). Attach the teacher evaluation and administrator evaluation.

Indicator 2A:

Battle Creek Public Schools engaged in a collaborative process to develop and implement the current teacher evaluation process and tool. A collective group of individuals that included teachers, union representatives, district and building level administrators worked strategically to review effective practices and develop a comprehensive teacher evaluation system. Members of the committee met regularly to discuss the tool, make revisions, and provide feedback to promote an effective implementation. Attached is the official, approved evaluation tool that outlines the process and evaluation expectations.

Indicator 2B:

A similar process for the development of the leadership evaluation tool was used. A collective group of individuals that included district and building level administrators worked strategically to review effective practices and develop a comprehensive administrator evaluation system. Members of the committee met regularly to discuss the tool, make revisions, and provide feedback to promote an effective implementation. Attached is the official, approved evaluation tool that outlines the process and evaluation expectations.

good teaching in order to develop a shared understanding of what is good practice. To reach this aim the district will support the implementation of book studies that define good teaching in a coherent way, what it looks like, and what counts as evidence of good teaching in addition to other professional development opportunities that are aimed at creating a culture in the school around continued learning and professional inquiry. Beginning with the 2014-2015 school year and continuing in future years, both the administrator and teacher evaluation tools shall include student growth as 50% of the evaluation.

Requirement #3: Identify and reward school leaders, teachers, and other staff members who have increased student achievement. Additionally, the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement.

Indicator 3A: In your response, identify the strategies that will be used to identify and reward school leaders, teachers, and other staff members who have increased student achievement. This process must reward educators for positively contributing to increased student achievement and for implementing the instruction program with fidelity (outlined in requirement #6).

Indicator 3B: In your response, describe how the school will remove leaders and staff members who have been given multiple opportunities to improve professional practice and have not increased student achievement outcomes, and who have not met criteria based on the teacher evaluation system.

Indicator 3A:

High quality candidates will respond to each priority school's clearly articulated challenges (i.e., high free/reduced student population, high percentage of boys, high transiency rate) coupled with well-defined, high expectations. High expectations are articulated through weekly staff meetings, professional conversations, walk-throughs, STAR visits and data dialogues. The school and district will use common assessments and standardized benchmark assessments to identify student growth for students assigned to each teacher in order to identify teachers who have demonstrated growth AND implemented the instructional program effectively. This determination will be made using the above listed monitoring practices in addition to ongoing review and analysis of benchmark data from the NWEA MAP assessment. To that end, teachers who contribute significantly to building leadership through service on the school improvement team and/or instructional leadership team, and those who provide grade level team leadership within a building will be identified and recognized each quarter. These teachers along with those who have positively impacted student achievement will be recognized through recognition programs, such as an annual Excellence in Teaching award, Whatever It Takes peer-to-peer recognition program, and service awards. In addition, we provide special recognition to employees during American Education Week, Administrator Appreciation Week, Administrative Professionals Week, and Teacher Appreciation Week. Additionally, building administrators will take care to regularly recognize and celebrate individuals in staff and parent newsletters.

Indicator 3B:

BCPS believes that it is in the best interests of the students we serve to quickly and directly confront employee-performance concerns. All evaluation data will inform decisions about compensation, retention, promotion, and termination of employment. In addition, weekly observations and feedback using the teacher observation protocol, along with both mid-year and year-end evaluations, will help define professional development goals for each teacher. If data shows that a teacher or school leader is not performing adequately, he or she will receive additional coaching and professional development to foster improvement in identified areas. Employees may be placed on a performance-coaching plan or performance-improvement plan to help them grow and develop. If an employee's performance fails to demonstrate the improvements within the timeframe specified in the plan and/or there is a severe performance shortcoming, we may terminate employment.

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More specifically, the removal of minimally effective or ineffective leaders and staff members will occur after a minimum of three formative observations, five walk-throughs, and one summative evaluation. Student growth data will be collected during the school year, with results figuring into the summative evaluation.

- A teacher whose performance on any domain of a formative observation is minimally-effective or ineffective as determined by domain specific cut scores will be designated a "Teacher in Need of Assistance" and will develop an improvement plan to designate steps required to address these deficiencies. Follow-up will be conducted by the administrator and instructional coach. A teacher disagreeing with the results of a formative observation may request another formative observation by another administrator.
- Subsequent observations will be conducted and teachers who fail to complete the growth plan or who perform at a sub-standard level in one or more areas of the formative observation or summative evaluation instrument will be removed as per local and state policy in effect at the time.
- Administrative staff will be retained or removed at the discretion of the superintendent. The district will create a memorandum of understanding to be negotiated with the district and the teachers' union.

These decisions may include identifying, supporting, and/or terminating the employment of ineffective staff.

Requirement #4: Provide staff with ongoing, high quality, job-embedded professional development aligned with the school's comprehensive instructional program. This should be designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school reform strategies.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

Teachers will engage in high quality professional learning opportunities aimed at supporting the implementation of a Workshop Approach in Math and Reading. PD focus areas include:

- Structure of a workshop model (Year 1)
 - Using formative assessments to plan for:
 - *mini lesson
 - *independent work
 - *conferring
 - *guided small group support or strategy lessons
 - *group work
 - *closure/reflection
 - Progress monitoring
- (Year 2)
- Understanding of literacy and math strands
- (Year 3)
- Data folders and student reflection
- *Professional development will be modified and enhanced based on the individual needs of each teacher

Additional professional development will focus on developing teacher's capacity to implement flexible grouping in reading and math. PD focus areas include:

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- Understand what flexible grouping means.
- Understand how flexible grouping is similar to and different from guided groups.
- Develop understanding of the strategies to use within flexible groupings.
- Develop an understanding of the essential components of DEI
- Develop an understanding of how to use assessment to drive instruction
- Develop knowledge and understanding of effective Tier 2 Interventions

The professional learning will intentionally connect each component of our professional development; allowing for professional learning, immediate classroom practice, feedback, reflection, and adjustments in continuous professional development.

To ensure high quality, as a collaborative Instructional Leadership Team:

We will use student achievement data and teacher practice data to determine the strengths and challenges of our instructional staff.

We will research the most effective instructional practices in order to plan for the challenges of our instructional staff.

We will implement professional development that allows for all instructional staff to learn and practice new skills immediately.

Our professional learning model will require all instructional staff to practice their new learning in classrooms immediately following professional development. The ILT will provide immediate feedback on the instructional practices, our instructional coach will provide direct instruction based on the individual needs of our instructional staff and our ILT will collect instructional practice data to determine our next steps for professional learning.

Our professional learning aligns directly with our instructional program by requiring teachers to continuously assess, analyze, and plan for all instruction based on formative assessment data and will be monitored through specific look-fors based on the following process:

- Set look-fors
- Collect walkthrough data
- ILT analyze data
- Plan for next steps in professional learning
- Repeat

Requirement #5: Implement strategies to recruit and retain staff with skills necessary to meet the needs of students in a transformational school. These can include strategies such as financial incentives, increased opportunities for promotion and career growth and more flexible work conditions.

Indicator 5A: In your response, identify the strategies the district will use to recruit teachers to this school based on student needs and assign teachers to this school based on student needs.

Indicator 5B: In your response, identify the strategies the district will use to retain teachers at this school.

Indicator 5A:

BCPS recognizes that the single greatest factor for increased student achievement is the effectiveness of the classroom teacher. To that end, when recruiting staff, the district will take into consideration the instructional competencies required to improve student achievement at a high level. As vacancies occur, the district will seek highly qualified motivated candidates who have a desire for increased instructional intensity and a desire to take on leadership roles to not only enhance student achievement but also to improve the school climate by demonstrating cultural competence. Transcripts and resumes of potential candidates will be reviewed to ensure academic strength in both reading instruction and mathematics. Human resources department will employ a progressive process were actively recruiting teachers from regional colleges and universities that have the skills we are seeking. Additionally, intern teachers and other promising candidates are often recruited through the summer school program where they are actively observed working with our student population. Teachers that she'll promise and working with our summer school population are given favorable consideration for openings in our district.

Indicator 5B:

To retain highly qualified and highly effective staff in our priority schools, the district will provide opportunities for principals to obtain stipends of no greater than \$750.00 for individual classes or seminars that increase their capacity to improve reading and math achievement. Furthermore, the district will provide increased opportunities for career growth through staff attendance (teachers and principals) at specific reading professional development (i.e., Michigan Reading Association (MRA) and Differentiated Instruction Workshops, Guided Reading workshops, etc).

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #6: Use data to identify and implement an instructional program(s) that is based on research and aligned from one grade to the next, as well as with state academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources to understand priority designation, (b) links the instructional program to disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance, (d) describe a three-year sequence for improving instruction in all content areas related to priority school designation.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program

The team reviewed MEAP, NWEA and district assessment to determine root causes and determine next steps. A review of the data revealed the following:

On the MEAP assessment for the past three years, Ann J. Kellogg has consistently scored low on achievement in all content areas. In the area of Math, in 2012 the school had a -0.78 z score overall, in 2013 a -0.95 z score overall, and 2014 a -1.28 z score overall which shows a consistent decline across the span of three consecutive years. In the area of Reading, in 2012 the school had a -1.69 z score overall, in 2013 a -1.35 z score overall, and 2014 a -1.29 z score overall which shows a slight increase across the span of three consecutive years. In the area of Science, in 2012 the school had a 0.11 z score overall, in 2013 a -0.30 z score overall, and 2014 a -1.56 z score overall which shows a significant decline across the span of three consecutive years. In the area of Social Studies, in 2012 the school had a 0.48 z score overall, in 2013 a -0.81 z score overall, and 2014 a -2.15 z score overall which shows a significant decline across the span of three consecutive years. In the area of Writing, in 2012 the school had a -0.94 z score overall, in 2013 a -0.97 z score overall, and 2014 a -1.50 z score overall which shows a consistent decline across the span of three consecutive years. The overall data from years 2012-2014 has shown that achievement scores are scoring far behind the state average according to the Z score analysis, while improvement has also been behind as well. Trend data for the MEAP has shown a decrease in proficiency of 28% in Reading for Economically Disadvantage students in third grade. In Fourth grade, the data shifted within a 20 point range, but 52% or more of students remained non proficient in Reading within this five year timeframe. Economically disadvantaged students in 5th grade showed an increase of 13% proficiency in reading but still this subgroup was 44% proficiency at it's peak.

Ann J. Kellogg has also been taking the NWEA Measures of Academic Progress assessment for students grade 1-5 for the past two years. The percentage of students scoring on or above the 50th percentile norm for reading in the Spring of 2013 was 15.4%, in Fall 2013 was 20.8%, and Spring 2014 was 21.1%. This has shown a 5.7% increase in students scoring on or above the 50th percentile in the past year in reading. The percentage of students scoring on or above the 50th percentile norm for math in the Spring of 2013 was 17.2%, in Fall 2013 was 16%, and Spring 2014 was 22.2%. This has shown a 4.9% increase in students scoring on or above the 50th percentile in the past year in math. These scores have shown a small increase in the areas of math and reading. In the 2013-2014 school year the percentage of African American students scoring on or above the 50th percentile norm for reading in the Fall of 2013 was 23.9% and in the Spring 2014 was 21.4%, resulting in a decrease of 2.4%. In the 2013-2014 school year the percentage of African American students scoring on or above

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the 50th percentile norm for math in the Fall of 2013 was 13.8% and in the Spring 2014 was 20.5%, resulting in an increase of 6.8%.

We have found that in the past five years a significant trend has emerged based on gender on the MEAP test in the area of reading. All students have been scoring below proficiency in reading, with females having outperformed the males consistently in grades 3-5. In a five year MEAP testing span, the females out-performed the males 13 out of 15 of the grade levels tested (grades 3-5).

Instructional Practices of Concern:

We have identified a lack of consistency in instruction due to teachers using different instructional methods to deliver curriculum (whole group lectures, worksheets, drill and practice), not adhering to the instructional minutes guidelines as mandated by district administration (all teachers in all buildings are given the number of minutes to teach in each instructional area), and not following the curriculum with fidelity. We implemented a new reading program in 2013/2014 and a different program in 2014/2015. Prior to this, teachers were left to design their own classroom structure loosely based on Learning Network Guidelines. Struggling teachers were not offered additional professional development as needed.

Additionally, our math curriculum and delivery of such was inconsistent across grade levels. All teachers did not adhere to the instructional minute guidelines as mandated by district administration.

Science and Social Studies were made a low priority, based on directions from district administrators who asked teachers to focus on reading and math. Science was taught less than the suggested 5 days per week (as outlined in the BCAMSC curriculum). Social Studies was expected to be integrated into Language Arts, but training and materials were not provided to support Tier 1 instruction. This led to low achievement scores in both Science and Social Studies.

Ann J. Kellogg has previously implemented intervention support for struggling learners, but have not implemented a systematic framework that is used school-wide. Teachers were not trained in providing intervention instruction, and therefore implementation was inconsistent. This lack of consistency in student interventions has led to limited to no support for students outside of the core instructional program.

We have identified lack of consistency in school climate expectations and behavior referrals result in a loss of instructional time (buddy rooms, time-out referrals, suspensions) for many students. Student behaviors in the classroom have caused lack of instructional time due to time spent addressing these behaviors. Also, the amount of referrals and suspensions has led to a decline in student achievement in all subjects.

To improve outcomes for students, Ann J will:

Strategy #1:

Implement Reading Workshop Approach with Fidelity

Teachers will engage in a balanced literacy approach to providing reading instruction. This approach provides students with daily opportunities to engage in various reading and writing activities to help them communicate more effectively. Students will participate in read alouds, shared reading, guided reading, independent reading and word study. In addition, they engage in modeled writing, shared writing, interactive writing, guided writing, and independent writing. During balanced literacy instruction, there is a gradual release of responsibility over time as the student becomes more independent. The role of the teacher is to model, guide, and coach before students are asked to work independently.

A balanced literacy approach in a reading workshop model has proven to be an effective format for building proficient readers, writers, and speakers. Through the use of explicit modeling and practice, students reinforce skills necessary to succeed.

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In the Reading Workshop/Balanced Literacy Approach:

- Students develop vocabulary.
- Students increase comprehension.
- Students develop active listening skills.
- Students develop fluency and phrasing.
- Students are provided with a model of a good reader and writer.

Reading workshop provides opportunities for students to:

- Use technology and tools strategically in learning and communicating
- Use argument and reasoning to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

Research in multiple learning styles (Gardner,H.,1985; Levine,M. 2002) suggest that we must address the unique needs of each learner and adapt our instructional strategies to teach to the student's strengths. Research in multiple learning styles (Gardner,H.,1985; Levine,M. 2002) suggest that we must address the unique needs of each learner and adapt our instructional strategies to teach to the student's strengths. Research in multiple learning styles (Gardner,H.,1985; Levine,M. 2002) suggest that we must address the unique needs of each learner and adapt our instructional strategies to teach to the student's strengths.

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

- Implement workshop approach
- Implement Student Data Folders and Individualized Student Goal Setting
- Implement Core Reading Program with Fidelity

Year 2

- Implement flexible grouping based on formative assessments
- Plan lessons that attend to depth of knowledge

Year 3

- Implement effective conferring practices
- Focus on the development of "student talk"

Strategy #2:

Implement Math Workshop Approach With Fidelity

Math Workshop (MW) is a comprehensive, customized approach that addresses the needs of all students in a classroom. MW begins with a focus lesson where the teacher explicitly models a strategy or skill, or presents a provocation. After the focus lesson, the students investigate independently to practice the strategy or skill, or develop a solution to the provocation.

During independent problem solving, students use the focus skills and strategies to solve the proposed provocation or further develop focus lesson skills/strategies through math games, individual investigations, centers, and small-group or 1:1 instruction. One-to-one conferring allows the teacher to be sure students are successful in their application of skills/strategies or to provide targeted instruction around any

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particular needs. Finally, MW ends with a group share to expose mathematical thinking and guide discussion on "big ideas" and strategies.

The math workshop approach sets the stage for students' deep mathematical thinking and understanding it helps to build up students' 21st century skills and strategies and provide an ideal forum for teaching the Common Core Standards for Mathematical Practice.

Math workshop provides opportunities for students to:

- Use technology and tools strategically in learning and communicating
- Use argument and reasoning to do research, construct arguments, and critique the reasoning of others
- Communicate and collaborate effectively with a variety of audiences
- Solve problems, construct explanations and design solutions

Math workshop is Structured approach to teaching and learning whereby teachers are able to effectively attend to the different learning styles of students. New evidence emerges regularly to support the premise that not all children learn in the same way

(Guild, 2001). It is apparent that an awareness of different learning styles is a significant tool to understand differences and assist with student development (Strong, Silver, and Perini, 2001). Models of education based on learning styles have equipped teachers with the ability to plan their lessons and their curriculum, bearing in mind how students learn best (Strong et al., 2001). Being able to identify a student's learning style and teach to accommodate these can assist students to achieve better results academically and improve their attitudes toward learning (Green, 1999). Identifying learning styles enables a teacher to capitalise on a student's strengths and to become familiar with concepts they may find challenging (Green, 1999). Fine (2003) reported a significant gain in the test scores of students on special education programs, after their preferred learning style was incorporated into the instruction. Students' performances were significantly better when they were instructed through learning style approaches rather than traditional teaching methods (Fine, 2003). Furthermore, the attitudes of these students toward learning improved significantly, as they felt that their individual strengths were being accommodated (Fine, 2003).

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

- Launch daily Math Workshop structure
- Provide introductory lesson on math workshop routines
- Begin to create/display anchor charts for MW
- Align curriculum to CCSS
- Identify key academic vocabulary terms

Year 2

- Review MW structure
- Review grade level trajectory
- Develop aligned units/lessons

Year 3

- Implement Writing in Math
- Develop mathematical discourse through intentional teaching strategies

Strategy #3:

Provide Differentiated Small Group Instruction

Teachers will provide several learning options, or different paths to learning, to help students take in information and make sense of concepts

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and skills while also providing appropriate levels of challenge for all students, including those who lag behind, those who are advanced, and those right in the middle.

Differentiated Instruction is a philosophy of teaching that is based on the premise that students learn best when their teachers accommodate the differences in their readiness levels, interests and learning profiles. DI allows teachers to take full advantage of each student's ability to learn so that they are able to access instruction in a way that ensures they meet or exceed grade level standards.

Differentiated Instruction provides opportunities for teachers to maximize the capacity of each learner. The Common Core State Standards outline rigorous content expectations with the intent to make all students college- and career-ready by the end of 12th grade. They have a greater emphasis on the larger end-goal (CCR Anchor Standards for English/Language Arts and the Standards for Mathematical Practice for Mathematics) and are highly supportive of educators differentiating instruction to ensure all students are given every opportunity to meet these overarching achievement goals.

Teachers need to know how to respond to the burgeoning diversity of contemporary classrooms (Fischer and Rose, 2001; Flem et al., 2000; McCoy and Ketterlin-Geller, 2004; Mulroy and Eddinger, 2003; Sizer, 1999; Tomlinson, 2001b, 2004a). The use of the one-size-fits-all curriculum no longer meets the needs of the majority of learners (Forsten, Grant, and Hollas, 2002; McBride, 2004; McCoy and Ketterlin-Geller, 2004; Tomlinson, 2002; Tomlinson and Kalbfleisch, 1998). The use of single-paced lessons delivered through a singular instructional approach disregards the different learning styles and interests present in all classrooms (Fischer and Rose, 2001; Forsten et al., 2002; Guild, 2001; Tomlinson and Kalbfleisch, 1998).

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

- Develop common understanding of DI
- Establish "Look-Fors"

Year 2

- Review implementation progress and identify gaps to inform PD

Strategy #4:

Implement a 30-Minute Intervention block for students performing below grade level in reading and/or math.

Teachers will provide supplemental (Tier 2) specific instruction of skills to small, homogenous groups of students, where individual student progress is monitored biweekly, at a minimum, using curriculum-based measurements to determine if the instructional needs of each student are being met.

Levels of intervention will be used to meet the learning needs of all learners ensuring that all students have access to quality, needs-based instruction that helps students meet or exceed grade level standards.

The provision of targeted tier 2 instruction offers students individualized opportunities that increase equity of access while also increasing equity of outcomes. Tier 2 is intended to address needs and provide support to be successful in Tier 1.

Research supports the claim that RTI is an effective method for identifying children at risk Recognition & Response for learning difficulties and for providing specialized interventions either to ameliorate or to prevent the occurrence of learning disabilities.

- Buffum, A., Mattos, M., & Weber, C. (2009). Pyramid response to intervention: RTI, professional learning communities, and how to respond

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when students don't learn. Bloomington, IN: Solution Tree.

- Burns, M. K., Appleton, J. J., & Stehouwer, J. D. (2005). Meta-analytic review of response-to-intervention research: Examining field-based and research-implemented models. *Journal of Psycho-educational Assessment*, 23, 381-394.
- Prasse, D. P. (2009). Why adopt an RTI model? Retrieved from the RTI Action Network at www.rtinetwork.org/Learn/Why/ar/WhyRTI

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

- Implement uninterrupted intervention block
- Develop structure/format for use of instructional time

Year 2

- Implement Individual Student Achievement Plans (ISAPs)

Strategy #5:

Provide Direct Explicit Instruction to accelerate improvements in student achievement.

Teachers will use a Direct Instruction (DI) model for teaching that emphasizes well-developed and carefully planned lessons designed around small learning increments and clearly defined and prescribed teaching tasks.

Students enrolled in educational programs, which have well-defined academic objectives, will enjoy greater achievement in basic skills, thinking skills, and self-esteem. Self-esteem in fact appears to derive from pride in becoming competent in the important academic skills. This in turn helps to ensure that all students achieve.

Direct Instruction excels in educating children for life, giving them skills they need, along with self-esteem and positive feelings about school. The instructional approach includes Direct instruction of cognitive skills that helps students build learning scaffolds for less-structured learning behaviors to achieve grade level standards.

Since 1968, direct instruction has been the most widely scientifically researched and positively validated instructional method in education (Stebbins, 1997; Bock, 1977; Meyer, 1984; U.S. Dept. of Ed., 1987).

Gersten, R., & Keating, T (1987). Long-Term Benefits from Direct Instruction. *Educational Leadership*, 44(6), 28-29.

Gersten, R., Keating, T., & Becker, W. (1988). The Continued Impact of the Direct Instruction Model: Longitudinal Studies of Follow Through Students. *Education and Treatment of Children*, 11(4), 318-327.

Gary Adams, Project Follow Through and Beyond, in *Effective School Practices*, Volume 15, No. 1, Winter, 1995-6 Theme: What Was That Project Follow Through? This is also available at <http://darkwing.uoregon.edu/~adiep/ft/151toc.htm>.

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

- Identify resource materials
- Develop lesson planning structure

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Year 2

- Review and monitor implementation

Strategy #6:

Create effective classroom environments.

Implement CHAMPS classroom management strategy.

Effective teaching and learning cannot take place in a poorly managed classroom. Effective classroom management strategies align with the principles of the Common Core Standards (CCSS) and enable students to succeed in meeting standards by creating an environment that is conducive for their success.

Well-managed classrooms provide an environment in which teaching and learning can flourish.

In their synthesis of the research, Edmund Emmer, Julie Sanford, Barbara Clements, and Jeanne Martin (1982) note that

At all public school grade levels, effective classroom management has been recognized as a crucial element in effective teaching. If a teacher cannot obtain students' cooperation and involve them in instructional activities, it is unlikely that effective teaching will take place ... In addition, poor management wastes class time, reduces students' time on task and detracts from the quality of the learning environment. (p. 13)

In research by Walter Borg and Frank Ascione (1982). In a study involving 34 elementary school teachers who were randomly assigned to experimental and control conditions, they found that (1) teachers who had been trained in the use of effective classroom management techniques (the experimental group) improved their use of those techniques when compared to a group of untrained teachers (those in the control group), and (2) the students of the teachers in the experimental group had fewer disruptions and higher engagement rates than those in the control groups.

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

- Establish CHAMPS training days
- Establish expectations for implementation of CHAMPS
- Implement CHAMPS School-Wide

Year 2

- Implement classroom management coaching plans
- Use rubric to determine level of implementation.
- Reflect and adjust based on rubric findings

Strategy #7:

Increase student engagement.

Teachers will implement the following intentional engagement strategies to raise the level of student involvement:

Active Learning Strategies

Equitable Participation Protocols

Studies have shown that a classroom with more student engagement is more productive, effective and successful at ensuring that students

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achieve. Students who are engaged in their work are energized by four goals--success, curiosity, originality, and satisfying relationships. When students are engaged in their learning, achievement increases.

The work of Phil Schlechty (1994), who says students who are engaged exhibit three characteristics: (1) they are attracted to their work, (2) they persist in their work despite challenges and obstacles, and (3) they take visible delight in accomplishing their work.

To ensure effective implementation the following timeline will be implemented and supported by the building principal and instructional coach:

Year 1

Introduce Equitable Participation Protocols and Active Learning Strategies

Define Expectations

Year 2

Monitor and give feedback on implementation.

Progress will be monitored on all strategies via formative, interim, and summative assessments given periodically throughout the year.

Specifically, the following data will be reviewed:

- MEAP
- NWEA MAP
- Interim district assessments
- School Team Accountability Reviews
- Adult Practice Walkthrough Data
- Office discipline referral data

Data will be reviewed and monitored during monthly ILT meetings, Quarterly Cycle Reviews, Achievement Impact Presentations, and weekly PLCs in order to inform adjustments to the plan

Requirement #7: Promote the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction to meet academic needs of individual students.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data, (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, and (c) identifies instructional program outcomes and a plan to assess for impact

All instructional teaching staff will engage in the analysis of student achievement data on an on-going and continuous basis through:

- Quarterly Cycle Reviews by Instructional Leadership Teams
- Weekly Data Reviews by Professional Learning Communities
- Interim Achievement Impact Presentations by Building leader

Weekly analysis

- content specific objectives through the use of common grade-level formative assessments connected to CCSS

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Monthly analysis

- benchmark assessments connected to CCSS

Quarterly analysis

- NWEA MAP Reading and Math assessments
- F&P Running Records
- MLPP
- Math fact fluency assessments
- District writing assessments
- Science and Social Studies summative assessments

Professional Learning Communities will be used for educators to collaborate to analyze data and plan for Tier II and Tier III instruction.

Instructional staff will engage in grade-level PLCs twice a week for a minimum of 35 minutes to:

- develop common formative assessments
- analyze common formative assessments to identify trends
- offer recommendations on how lessons and/or teaching approaches may be modified
- collaboratively develop strategies to provide Tier II interventions and extensions to meet the individual needs of students

To build capacity the school will:

- Contract with Solution Tree to analyze the specific needs of our instructional staff in order to design intentional professional development that will allow us to differentiate our learning.
- Contract with NWEA to provide training for staff to:
 - o Learn how to access, analyze, and interpret data.
 - o Learn how to use Instructional Resources reports.
 - o Preview NWEA resources.
 - o Plan together to use data in on-going work.

Every PLC will understand how to:

- develop common formative assessments (Year 1)
- analyze common formative assessments (Year 1)
- plan for Tier I instruction and Tier II & III interventions

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: Establish schedules and strategies that provide increased time for instruction in core academic subjects, enrichment activities, and professional learning for teachers.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8A and 8B:

Currently priority schools have 4 special area classes, music, physical education, art and enrichment (technology). Beginning in the fall of 2015, the enrichment class, which meets with every student K-5, twice per week for 40 minutes (for a total of 80 minutes weekly) will be changed to become a Social Studies through technology integration class. Prior to implementation, the enrichment teacher will receive Social Studies curriculum development support, and training in content area reading strategies, as well as time to embed the current district technology curriculum into this core area. This will also allow general education teachers to focus more classroom instructional time on the other academic core areas. To that end, general education instructional time will be increased by 80 minutes per week and as a result building leaders will ensure that:

- o All students receive a minimum 30-minute block of instruction in the area of science in the general education classroom 4-5 days per week.
- o All classrooms reduce the amount of non-instructional time from breaks and transitions. (50 minutes per week)
- o Increase literacy instruction from 90 minutes to 120 minutes per day.
- o Increase the math instructional block from 60 minutes to 75 minutes per day.
- o All students will have access to an additional 30 minutes of enrichment provided by the classroom teacher 5 days per week through the implementation of an RTI intervention and enrichment block.

In addition, School leaders will work with the Director of the 21st century after school enrichment program to ensure that the highest-need students are receiving supplemental instructional support in afterschool programming.

Indicator 8C:

Professional learning by staff will occur using a variety of modalities including embedded coaching, after school training and full day inclusive trainings during the school year as well as during the summer. The emphasis of the professional development is to support implementation of big ideas identified in each priority plan. To increase time for professional learning, all teachers will be required to report early two times per week for a minimum of 40 minutes each session, to engage in professional learning communities outside of the school day. During this time teachers will engage in the following activities:

- Discussing teacher work: Teachers work together to improve and diversify their instructional practice. They collectively develop, refine and review lesson plans or assessments. Teachers conduct observations of their colleagues followed by constructive feedback and dialogue.

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- Discussing student work: Participants look at examples of student work and offer recommendations on how lessons or teaching approaches may be modified to improve the quality of the student work.
- Discussing student data: Participants analyze student data to identify trends--such as which students are consistently failing or underperforming--and collaboratively develop strategies to help students who may be struggling.
- Discussing professional literature: Participants select a text to read, such as an article about an instructional technique, and then engage in structured dialogue about the text and how it can inform their teaching.

Additionally, time will be allocated to redesign of the master schedule to accommodate common planning time for grade level teachers at least one time per week during the school day.

Requirement #9: Provide ongoing mechanisms for engagement of families and community.

Indicator 9A: In your response, describe multiple strategies to engage families in reform efforts.

Indicator 9B: In your response, describe multiple strategies to engage community partners in reform efforts.

We look forward to involving parents more deeply in their children's learning as we are aware that there is strong research that parental involvement improves student achievement and positively affects student behavior, values, and character (McNeal, 1999).

Research indicates that family involvement positively affects outcomes for students (e.g., Catsambis, 2001). We want the same kind of outcomes that are supported by this research, including:

Higher achievement: We need dramatic changes in achievement and are committed to partnering with parents and community members to create a shared vision and high expectations for all students to achieve.

Better attendance: Increased student attendance is important for our school. If students are not in school, they miss significant opportunities for learning. We will use specific strategies to mobilize the entire school community to increase student attendance.

Joyce Epstein's work will be used as a framework to support our plan in helping all families establish home environments to support children as students. Ms. Epstein has been conducting research on teachers' practices of parent involvement and the effects of family-school connections on students, parents, and teachers for over a decade - including her current work at the Johns Hopkins educational research centers (CREMS and the Center for Research on Effective Schooling for Disadvantaged Students (CDS). She discusses six types of parent involvement and affirms that parents want to be more involved in their children's learning, especially at home, and that they need clear direction from the schools. The six steps include: parenting, communicating, volunteering, learning at home, decision making, collaborating with community. ("On Parents and Schools: A Conversation with Joyce Epstein", Educational Leadership, October 1989).

In order to improve outcomes for students, Ann J Kellogg will:

- Increase parent involvement by 25% or more as measured by annual surveys, sign-in sheets and Conference Attendance Reports.
- Increase average daily attendance rates by 25% or better as measured by monthly attendance reports.

To reach these aims, the staff community at Ann J Kellogg will engage in the 6 types of parent practices as outlined in the following specific strategies:

Parenting: Help all families establish home environments to support children as students.

- Three family nights will be conducted throughout the year with a focus on providing families with suggestions for creating home conditions that support learning at each grade level, Parent education information on how to develop a reader, and information to assist families with health and nutrition through the SPLASH program.

Communicating: Design effective forms of school-to-home and home-to-school communications about school programs.

- Teachers will engage in conferences with parents at least twice per year with follow-ups as needed.

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- Language translators will be provided to assist families in need.
 - Interim progress reports will be delivered to parents 4 times per year with a focus on each student's progress on individual goals.
 - A school website will be developed to provide parents with information on school events and offer resources to support student learning.
 - An annual survey will be distributed for families to share information and concerns about student needs, reactions to school programs, and satisfaction with school and student progress.
 - A monthly newsletter will be distributed at the building level offering today information about the school, special events, organizations, meetings, opportunities for involvement, and parenting tips.
 - Classroom teachers will be required to send home a newsletter to communicate classroom information every week, or every other week. These letters will be monitored by the building administrator.
 - A data board will be displayed near the office in Ann J to provide school wide aggregate data for parents and other visitors in the building.
- Volunteering: Recruit and organize parent help and support.
- Cool will develop and distribute an annual survey to identify interest, talents, and availability of parent volunteers in order to match their skills and talent to school and classroom needs.
 - Staff will work to develop and implement a parent or family room for volunteers to ensure that they have access to resources about parenting, tutoring, and other educationally related topics in order to help them improve outcomes for their students.
 - All classroom teachers will work to develop and implement a family engagement plan that outlines specific strategies for encouraging families and the community to be involved in the classroom level.

Learning at home: Provide information and ideas to families about how to help students at home with homework and other curriculum-related activities, decisions, and planning.

- In line with the parenting strategies discussed above, the staff will implement a minimum of three family learning nights per year aimed at modeling strategies for families on how to help their student at home.
- School-wide family literacy expectations will be developed and distributed at the beginning of the year. All teachers will develop a system for monitoring student reading at home, while also ensuring that parents are made aware of the importance of reading on a daily basis through personal contacts, classroom newsletters, and grade-level family nights.
- The school will also work to develop grade level calendars with activities for parents and students to do at home, family math, science and literacy activities and summer learning packets.

Decision Making: Include parents in school decisions, developing parent leaders and representatives.

- To increase parent participation in the decision making process, the school will work to increase participation in an active PTO through personal contacts, newsletters, website advertisements, group call-outs and social media posts.

Collaborating With Community: Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

- Intentional connections will be made with community organizations to provide students and families with access to social services, enrichment, and educational supports.
- Ann J will partner with the Department of Human Services to continue the development of a program to address student Absenteeism. The program is called Pathways to Potential. This program is designed to track the tardies and absences of students.

PART F: PROVIDING OPERATIONAL FLEXIBILITY AND SUSTAINED SUPPORT

Requirement #10: The district is providing the school with operational flexibility for issues such as staffing, calendars, time, and budgeting to implement a comprehensive approach to substantially increase student achievement and increase graduation rate.

Indicator 10A: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also, describe a statement that the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations). The district must also complete a signature page, signed by the Superintendent, School Board President, and Union Representative, which certifies that the school has the autonomy required to implement the plan as written (see template on AdvancEd site). Finally the district must upload either an Executed Addendum to the collective bargaining agreement OR a Memorandum of Understanding that commits the Superintendent, School Board President, and Union Representative to negotiate an addendum by August 1, 2014.

Battle Creek Public Schools will provide priority schools with operational flexibility in accordance with the aspects of the restructuring plan outlined in the above sections. Specifically:

- Schools will be granted the necessary flexibility to develop its own walk-through instruments. This flexibility will allow each school to effectively establish its own performance objectives. The principal of the building has the flexibility to use Title I set asides to promote and implement all the initiatives outlined in the approved plan.
- Schools will have the flexibility and resources needed to implement its own professional development program based upon identified student and staff needs.
- Schools will have the flexibility to review any portion of the district budget impacting their work and to request reasonable changes in budget allocations in order to meet building goals and implement building initiatives. This flexibility will allow each school the opportunity to align resource allocation with its instructional priorities.
- Schools shall be granted the opportunity, with full consideration, to request additional operational flexibility from the school board, superintendent, or their designees on an as-needed basis.

Battle Creek Public Schools in cooperation is developing a plan to improve operations at the district level using the Education Resource Strategies. These operations influence the ability for each priority school to engage in a rapid turnaround process. The following areas will be studied and refined:

- School Funding: Ensure equitable, transparent, and flexible funding across schools adjusted for student need
- Teaching: Restructure teaching to foster individual and team effectiveness and professional growth
- School Design: Support schools in organizing talent, time, and money to maximize learning
- Instructional Support: Ensure access to aligned curriculum, instruction, assessment, and professional development
- Leadership: Build school and district leader capacity
- Central Services: Redesign central roles for empowerment, accountability, and efficiency
- Partnerships: Partner with families and communities

The district will ensure that operational flexibility is provided in a manner that guarantees that the plan can be implemented as written.

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Requirement #11: The school and district will ensure that the school receives ongoing, intensive technical assistance and related support from the district, ISD, Michigan Department of Education, or other designated external partners or organizations.

Indicator 11A: In your response, describe how the district plans to access and provide supports for the school.

Indicator 11B: In your response, list the central office contact person responsible for monitoring and supporting the school.

Battle Creek Public Schools will support each priority school's transformational efforts by providing the operational flexibility requested, but will also assist schools in obtaining the necessary training and resources through the creation of a BCPS Transformation Team consisting of the Superintendent, Principals, Assistant Superintendent of Curriculum and Instruction, and school partners. The BCPS Transformation Team will provide technical assistance to each school with primary responsibility for assessing district and building capacity to implement the restructuring plan. Working in collaboration with CISD, the transformation team will implement the attached service plan, which outlines services, and supports the ISD will provide. (See Attachment) The Transformation Team will also be tasked with creating a plan to ensure clear and consistent communication with the community regarding the restructuring plan and all associated implementation efforts.

The Assistant Superintendent of Curriculum Instruction and Assessment will oversee the implementation of each plan. Contact information is included below.

Kimberly M. Parker-DeVauld, Ed.S.

Assistant Superintendent of Curriculum, Instruction, and Assessment

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Turnaround Redesign Diagnostic

Introduction

The Turnaround Model addresses four specific areas: 1) developing teacher and school leader effectiveness, 2) implementing comprehensive instructional reform strategies; and 3) extending learning time and community-engagement. The Turnaround Model includes among other actions, replacing the principal and at least 50 percent of the school's staff, adopting a new governance structure and implementing a new or revised instructional program. Overall, you will write a reform/redesign plan to address nine separate requirements. The reform/redesign plan should be developed for implementation through the 2015-16 school year.

PART A: REFORM TEAM PERSONNEL

Please list the individuals involved in the development of this reform/redesign plan. Use a separate line to list each individual, and include name, title or role, and email contact information.

x

PART B: TEACHING AND LEARNING PRIORITIES

State two or three “big ideas” for your reform/redesign plan that are intended to change teaching and learning in ways that promote student growth in your school. (These should come from the data dialogue that initiates your planning efforts.)

x

State what data were used to identify these ideas

x

PART C: DEVELOP SCHOOL LEADERSHIP AND TEACHER EFFECTIVENESS

Requirement #1: Replace the principal and increase leadership capacity at the school.

Indicator 1A: In your response, describe how the district has taken on of the following actions: (a) a new principal has been hired that meets all five turnaround competencies, (b) the current principal meets all five turnaround competencies, and (c) a principal with turnaround competencies will be hired before the end of the planning year. *Note: (a) and (c) are the only options if you plan to apply for a School Improvement Grant.

Indicator 1B: In your response, describe how the district will increase leadership capacity. Ensure that this plan addresses at least one of the big ideas around which this plan is developed.

x

Requirement #2: The district uses locally adopted competencies to measure the effectiveness of staff who can work within the turnaround environments to meet the needs of students.

Indicator 2A: In your response, detail the collaborative process used to create a teacher and leader evaluation plan and explain how the evaluation includes student growth as a significant factor (by 2015-16, at least 50% of teachers' evaluations must be based on student growth

Indicator 2B: Also, detail the process to screen existing staff and criteria used to rehire no more than 50% of staff and select new staff. Attach the teacher evaluation and administrator evaluation. (Narrative)

x

Requirement #3: The district will implement such strategies as financial incentives, increased opportunities for promotion and career growth and more flexible working conditions designed to recruit, place and retain staff to meet the needs of students in a transformational school.

Indicator 3A: In your response, identify the strategies that will be used to recruit staff based on student needs.

Indicator 3B: In your response, identify the strategies that will be used to assign staff based on student needs.

Indicator 3C: In your response, identify the strategies that will be used to retain staff.

x

PART D: COMPREHENSIVE INSTRUCTIONAL REFORM STRATEGIES

Requirement #4: The district provides staff ongoing, high quality, job-embedded professional development that is aligned with the school's comprehensive instructional program and designed with school staff to ensure that staff can facilitate effective teaching and learning and have the capacity to successfully implement the school.

Indicator 4A: In your response, describe the school's plan for professional development. The plan must: (a) reflect the "Big Ideas" (see Part B), (b) offer repeated opportunities with a common focus, (c) be high quality, (d) be job-embedded (e.g. integrated into the work day), (e) align to the instructional program described in requirement #6, and (f) include a process for monitoring the impact of PD on instructional practices.

x

Requirement #5: The district has adopted a new governance structure, which may include, but is not limited to, requiring the school to report to a new "turnaround office" in the LEA or SEA, hire a "turnaround leader" who reports directly to the Superintendent or Chief Academic Officer, or enter into a multi-year contract with the LEA or SEA to obtain added flexibility in exchange for greater accountability.

Indicator 5A: In your response, detail how the NEW governance structure will assist in decision making, sharing of information between the district and building, and removal of barriers to reform plan implementation. that will assist with the building turnaround process. Describe a process for monitoring implementation progress to inform plan refinement and how regular reporting will occur to all key stakeholders

Indicator 5B: Describe how Operational Flexibility will be provided to the building in the following areas: staffing, use of time, professional learning, and budget. Also complete and attach the Assurance of Operational Flexibility for Priority Schools, signed by the Superintendent, School Board President and Union Representative, which certifies that the school has the autonomy required to implement the reform/redesign plan as written (Must complete the Assurance of Operational Flexibility and attach required evidence as stated in the Assurance Form). Include a statement that describes how the priority school improvement team and building leader will determine the school's Title I budget (subject to federal regulations).

x

Requirement #6: The district uses data to identify and implement an instructional program(s) that is research-based and vertically aligned from one grade to the next, as well as aligned with State academic standards.

Indicator 6A: In your response, detail the process the school used to select an instructional program. The process must address how the school used a diagnostic process that (a) used multiple data sources, (b) disaggregated data by subject, grade level, and subgroups, (c) identified and prioritized underlying causes of low student performance.

Indicator 6B: In your response, describe your instructional program. The school's instructional program must: (a) reflect the "Big Ideas", (b) include specific teaching and learning strategies (Tier I Instruction) for school-wide implementation, (c) align with career & college ready standards, (d) be based on research, relevant data, and outcomes of data dialogue (if applicable), (e) provide an overview of the implementation timeline, resources, and staff responsible for implementation over three years, and (f) describe a plan to track adult implementation of instructional program identifies timelines, resources, and staff responsible for implementation

of the instructional program.

x

Requirement #7: The district promotes the continuous use of student data (such as formative, interim, and summative assessment data and student work) to inform and differentiate instruction in order to meet the academic needs of individual student.

Indicator 7A: In your response, describe how the school promotes the continuous use of individual student data (such as; formative, interim, and summative). This plan must: (a) outline expectations for regular and on-going building-wide use of data (see key terms), (b) describe the structure and process for educators to collaborate to analyze data and plan for Tier II and Tier III instruction, (c) identify instructional program outcomes and a plan to assess for impact

x

PART E: INCREASED LEARNING TIME AND COMMUNITY ENGAGEMENT

Requirement #8: The district establishes schedules and implements strategies that provide increased learning time.

Indicator 8A: In your response, describe the district's plan for increasing time for core academic subjects that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indication 8B: In your response, describe the district's plan for increasing time for enrichment activities that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

Indicator 8C: In your response, describe the district's plan for increasing time for professional collaboration that specifies: (a) whether additional time will happen through a longer day, week, and/or year OR redesigning the use of the current schedule (choose one); (b) a description of how much time has been allocated; (c) a rationale that supports why these changes will lead to increased student achievement.

x

Requirement #9: The district provides appropriate social, emotional, and community services that support students.

Indicator 9A: In your response, detail the mechanism the school will use for identifying student needs, outline the supports that will be provided at the school (including what specific needs will be addressed), and specify the supports that will be provided through community agencies (including what specific needs will be addressed)

x

Closure Diagnostic

Introduction

School closure occurs when an LEA closes a school and enrolls the students who attended that school in other higher achieving schools. To write a closure plan, you will need to address eight separate requirements. The closure plan should be developed for implementation through the 2015-16 school year.

Part A: Reform Team Personnel

Please list the individuals involved in the development of this reform/redesign plan.

x

Part B: Closure Requirements

Describe how the school (or its district) will communicate the closing of the school/district to stakeholders of the school.

x

Label	Assurance	Response	Comment	Attachment
Requirement #2:	We certify that the individual(s) who has authority for decision-making and oversight throughout the closure process. Provide evidence that this designation was approved by the governing body.	Yes	x	

Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies.

x

Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools.

x

Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements.

x

Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines.

x

Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds.

x

If you are a Public School Academy you must: (a) identify a temporary space for conducting closure business throughout the closure process or establish a process, timeline and deadline before 12/31/13 for selecting one, (b) detail a budget to pay for tasks related to dissolving the school and associated non-profit or establish a process, timeline and deadline before 12/31/13 for selecting one, and (c) identify deadlines for completing steps in the wind up and dissolution procedural actions template.

x

Restart Model Diagnostic

Introduction

The school restart model is one in which an LEA converts a school or closes and reopens a school under a charter school operator, a charter management organization (CMO), or an education management organization (EMO). To write a restart plan, you will need to address eight separate requirements. The restart plan should be developed for implementation through the 2015-16 school year.

Part A: Reform Team Personnel

Please list the individuals involved in the development of this reform/redesign plan.

x

Part B: Restart Model Requirements

Label	Assurance	Response	Comment	Attachment
Requirement #1:	Eligibility for this model has been established. Provide evidence that the district has decided to close a school and reopen it as a Public School Academy. Provide evidence that the school's district has agreed to accept an application to become a new charter school. Also, describe the timeline for submitting the application (deadline must be before 5/1/2014) and available grade levels.	Yes	x	

Describe the competitive selection process by which the school operator, EMO or CMO will be chosen, including the criteria to be used.

x

Describe how the school (or its district) will communicate the change in status of the school/district to stakeholders of the school. In your response, explain the process for assigning or offering alternative enrollments in a higher performing school.

x

Describe how the school (or its district) will communicate the closing of the school/district to appropriate state agencies.

x

Describe how the school (or its district) will assist and track the matriculation of students to higher performing schools.

x

Describe how the school (or its district) will prepare and store all business, board, and student records in accordance with adopted state records retention schedules and requirements.

x

Describe how the school (or its district) will ensure that authorized individuals will maintain access to state /federal reporting sites and file all required final reports in accordance with established timelines.

x

Describe how the school (or its district) will ensure proper disposition of property purchased with federal funds.

x

Label	Assurance	Response	Comment	Attachment
Requirement #8:	The school (or its district) will ensure proper disposition of property purchased with federal funds.	Yes	x	